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ABSTRACT

The guide opens with background information on the total career program and the school setting in which it will operate. Based on the general program philosophy of career development through exposure to the world of work, program descriptions for the occupational clusters of office occupations, child care services, health occupations, and construction technology are provided. The program descriptions outline: general program objectives for various grade levels, course sequence lists, course objectives student competencies, program prerequisites, work experience program descriptions and forms, general ideas and topics for structuring courses, student evaluation procedures and forms, and resource lists (books, pamphlets, and audiovisual aids). (MS)

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ED118745

TEACHER GUIDE

For

Business Education

Child Services

Health Services

Construction Technology

(Grades 7 - 12)

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Darrell L Jones

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CE 005 541

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September 5, 1973

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OREGON BOARD OF EDUCATION
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Pleasant Hill, Oregon

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Darrell Jones

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Betty Brown
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TABLE OF CONTENTS

Background 1
Setting 5

Business Education (Buff Color) 1-26

Child Services (Green Color) 1-12

Health Services (Pink) 1-11

Construction Technology (Blue) 1-9

TOTAL CAREER PROGRAM

Background

Preparing students for the World of Work is a major goal of the Pleasant Hill School District. A satisfactory and rewarding career adjustment holds high priority in our technologically oriented society. The concept of career must be developed throughout the school experience and must be included within the total school curriculum. The role and responsibility of each teacher in fostering the development of careers shall be of great importance.

A 1968 study reports approximately two and a half million students are graduated annually from American high schools. Of these, 53% continue their education at institutions of higher learning. However, only about one half of this group completes their training. About 1,175,000 young men and women terminate their formal education with high school graduation. In addition, another 100,000 drop out each year before completing high school. Therefore, over two million students terminate their education at the 12th grade level, or earlier. Only some 400,000 of these students have had some vocational training in high school. The remaining 1.5 million leave school with little or no skills and the labor market offers few opportunities for these unskilled workers.

In spite of the importance of work to the nation and to the individual, today we find a large percentage of our young people preparing unrealistically due to their preference for the more glamorous professional or "status" jobs. This is shown by investigations that have statistically demonstrated discrepancies between the occupational distribution of our existing employed population. Only twelve in every one hundred individuals in the average community will find their occupational futures in medicine, law, teaching, nursing, dietetics, engineering, or the other professions. Parents must come to realize that over eighty percent

of the young people entering the labor market will be needed in occupations other than the professions. While particular prestige has been attached to education for the professions, other equally important vocations have been given lower priority and less attention. Such insights as these should induce us, as educators, to provide educational programs which will foster a broadened understanding of work related to individual interest and the potential skills of all the students.

Making career decisions is not an objective at an early stage of a child's life. The primary and elementary school child may make what are commonly termed as "tentative choices" which will help to motivate him in attaining desired learning. The exploration of such "tentative" career choices at the junior high level provides a climate in which the school may help him to expand his appreciation of his total personality and the world in which he lives. This exploration of "tentative" career choices is related to the development of self-concept and identity.

Teachers have long been alert to the need to introduce the "world of work" as an integral part of all areas of learning in the early school years. Their concern for relevancy of school to life gives this practice high priority and is usually expressed during the early school years through the exploration of "community helpers". It is generally in this setting that career emerges a part of the child's knowledge.

A review of early-school approaches aimed at enhancing "Careers" as presented in occupational literature, texts, references, audio-visual aids, community helpers studies, reveals that the emphasis is too frequently placed on the "informational" aspect only. This technique represents too narrow a base from which students may become knowledgeable about the function of work in our society and specifically their prospects in becoming productive members.

A program attuned to the careers of students extending from kindergarten to adult, should address itself to broader, more comprehensive objectives - not just informational services. These may be expressed in the following manner: To Provide students:

1. With a foundation for wholesome attitudes regarding the worth and the function of man's work in our society.
2. With an understanding of the world of work that would contribute in a constructive way to the development of each one's self-image as a productive member of society.
3. With an opportunity to develop a self-understanding as an awareness of their personal responsibility for making their own decisions.
4. With an opportunity to develop attitudes of respect and appreciation toward workers in all fields and in all levels of work.
5. With an understanding of their developing personal interests, attitudes, aptitudes, abilities, and skills, as they relate to future career decisions.
6. With an understanding of the broad range of occupations open to them through education.

To carry out these expressed objectives, changes are required in teaching style, instructional methodology, and utilization of classroom materials.

If we are to help teachers make significant "judgements" pertaining to a student's career awareness, we must find answers to the following questions.

1. What type of experiences should the teacher provide in an effort to enhance careers?
2. What might be used that may help him assess the student's potential progress and needs in the growth of careers?

3. How does a teacher determine the level of a student's career awareness and how much progress has taken place?
4. How can he determine whether his response is appropriate for his age and ability?
5. How can he evaluate the effectiveness of his efforts over the years?

A necessary first step is to develop a workable "model" of careers that might be readily applicable to the classroom is a Teachers Guide. Such a guide placed in the teacher's hands should open the door to exploration and experimentation that could lead to meaningful research. Only through classroom research can such significant questions be answered. The following guide has been prepared by teachers for teachers to accomplish this meaningful purpose.

SETTING

The Pleasant Hill School District is located in the southern tip of the Willamette Valley, just a ten minute drive from Eugene, Oregon. The district covers an area of 113 square miles, with an estimated population of 5000 persons. The majority of the populace either drives into Eugene for employment or works in the forest product industry in Oakridge or the Cascade Range of mountains east of the school district. The school district does not have monetary income for budget purposes through industry but depends entirely upon local property taxes for support.

The educational system of the district follows a 3-3-2-4 plan with a total of 1400 students and 81 certified staff members involved. It is the belief of the district that the development of a person's perceptions of himself in a career role is a continuing process which requires constant focus on relevant experiences through-out his entire life. The intent of this project is to develop or enhance teaching techniques and obtain related media for expanding the career awareness of the total Pleasant Hill student body. Emphasis of the project will be placed on teacher inservice, occupational awareness and the relationship between skills learned at school and skill requirement in occupations.

The project will be directed toward the school students of the Pleasant Hill School District, grades 1 - 12.

PLEASANT HILL HIGH SCHOOL

BUSINESS EDUCATION DEPARTMENT

CAREER EDUCATION PREPARATION

Career Education at Pleasant Hill High School includes career awareness and orientation to work, appreciation for the dignity of work, exploration of career opportunities and requirements, and specialized vocational preparation.

Basic business courses taught in the Freshman and Sophomore years which include typewriting, general business and record keeping should serve as suitable vehicles for business career exploration at the high school level. Teachers will explain business careers in these classes.

The course sequence is as follows:

	Vocational Preparation	
Grade	Clerical	Stenographic
9	General Business (1 sem.) Record Keeping (1 sem.)	General Business (1 sem.) Record Keeping (1 sem.)
10	Typing General Business (1 sem.) Record Keeping (1 sem.)	Typing General Business (1 sem.) Record Keeping (1 sem.)
11	Advanced Typing Accounting I Steno Secretarial Education Career Block	Advanced Typing Steno Secretarial Education Career Block Shorthand I
12	Accounting I Advanced Typing Steno Secretarial Education Career Block Co-operative Work Experience	Accounting I Steno Secretarial Education Career Block Co-operative Work Experience Shorthand II (included in Steno Sec. Cluster)

Specialized preparation for many types of business employment can be provided adequately in the secondary school Business Education Department. Cooperative Work Experience and Simulated Office Training in the classroom are two methods of providing this preparation.

Pleasant Hill High School Business Education Department is involved in Cooperative Work Experience to this extent: Junior and senior level students enrolled in the Steno Career Cluster Block work part-time in a clerical or stenographic position. Attached are forms describing the Work Experience Program, Employer Agreement, Assigrment Sheet, Weekly Report and Rating Sheet for Trainees used for evaluating the student.

An advisory committee consisting of Mrs. Mary Ann Spies, Mr. Roger Soderstedt and Mrs. Ardis Rees is presently active.

The Steno Cluster Block incorporates a simulated Model Office wherein students rotate through the various office positions of Inventory and Stock Records, Receptionist, Sales Office Manager, Advertising, Accounting, Payroll, Typing and Statistical, Filing and Mail, Invoicing and Freight Records.

Main objectives of the Model Office are:

1. The student will become familiar with the flow of work through various departments of an office.
2. The student will learn the routines of office work and be able to understand written and verbal instructions with a minimum of explanation.
3. The student will gain the necessary job entry level competencies.
4. Through work interrelationships, the student will experience working with others and cooperating in the distribution of work loads.
5. The student will develop loyalty and responsibility and pride in work.

PLEASANT HILL HIGH SCHOOL

BUSINESS EDUCATION DEPARTMENT

COOPERATIVE WORK EXPERIENCE PROGRAM

Purpose of the Program

The purpose of the Pleasant Hill High School Cooperative Work Experience Program is to provide high school seniors who are in the Steno Cluster an opportunity to acquire on the job experience in order to successfully enter the office occupations as a career choice. When it is possible, we will also consider students who are juniors.

Student Qualifications

The student must have an occupational objective of office work. The student must have excellent skills in Typewriting and be enrolled in another specific area in our business curriculum such as shorthand or accounting according to the job description. The student must have successfully completed the requirements necessary for graduation and have at least 4 hours for participation in the Work Experience Program.

Advantages of the Program to the Employer are:

1. A student is selected by the teacher and recommended for the job after carefully screening the student.
2. The student can contribute and become part of the employees and this need not be a losing venture for the company.
3. The coordinator will constantly be evaluating the program and the student and therefore, any problems can be effectively solved.
4. The student will become acquainted with the business and its procedures and policies.

Performance criteria expected of the student

1. The student will continually strive to improve performance on the job.
2. The student will learn to make intelligent decisions.
3. The student will learn to follow through within the limits of her responsibility.
4. The student will maintain a businesslike attitude and develop an appreciation of desirable character and personality traits which make for successful relationships with others.

Areas of training desired by the company

(List specific job skills desired)

_____

_____

Bette Hack
Work Experience Coordinator
Business Education

EMPLOYER AGREEMENT

COOPERATIVE WORK EXPERIENCE PROGRAM

OFFICE
OCCUPATIONS

The Pleasant Hill High School Business Education Work Experience Program has been discussed with me by the School Coordinator and I understand that the following are my responsibilities to the program.

1. I will report any suggestions for further development of the student as a worker or an individual to the School Coordinator.

2. I will report any student absences that are lengthy or unexplained to the Coordinator.

3. I will pay the student as follows: Non-pay _____ going wages _____.

4. The student trainee will be employed throughout the school year if her work is satisfactory.

5. I will not discharge the student, with or without just cause, until I notify the Coordinator of the impending action.

6. I am responsible for meeting state and federal regulations in regard to hours, wages and occupational hazards.

7. I have worked out with the Coordinator the job requirements and these have been agreed on.

8. I will fill out the rating sheet for the trainee in the cooperative work experience program periodically and submit it to the coordinator.

9. The hours of work have been agreed on as being those that are required for a part-time job.

10. I am aware that the trainee is a student and as such needs supervision and explanations when work is assigned.

Date _____

Employer's Signature _____

Company Name _____

Pleasant Hill High School
Route 9, Box 750
Pleasant Hill, Oregon 97401

WEEKLY REPORT

Name of Trainee _____

Training Station _____

Report for Week of _____ to _____

Name of Supervisor _____ Business Phone _____

	Start Work	Stop Work	Hrs. Worked	Supervisor's Comments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				Supervisor's Signature

Hours Worked _____ X Rate of Pay _____ = Weekly Wage _____

Jobs I performed this week:

_____

_____

_____

_____

_____

New Information I learned this week:

_____

_____

_____

_____

_____

_____
Trainee's Signature

I hereby sign this form knowing that it is the correct information for my week's work and I am held liable for the statements made hereon.

ASSIGNMENT SHEET

Trainee _____

Training Station _____

Occupational Title _____

Assignment

Unit Title _____

Assignment _____

_____

_____

References _____

_____

_____

_____

Date Assigned _____

Date Due _____

Additional Instruction:

Rating Sheet for Trainees in the Cooperative Training Program

Indicate degree in which trainee meets factors by marking X in space provided

Factors	Very Good	Good	Average	Poor	Pts.
Quanity of work	Usually High output	Produces above standard output	Produces standard Quanity	Below Standard output	
Initiative and follow-through	Regularly finds what needs to be done and does it.	Often shows initiative	Seldom needs help or follow-up	Needs constant follow-up help	
Quality of work	Thorough and exact in all respects	Errors negligable. Neat, thorough.	Produces standard quality	Performs only limited portion of job satisfactory.	
Cooperation	Continually promotes good will. cooperates fully.	Cooperates Definitely pleasant to deal with.	Cooperates willingly when asked	Cooperates reluctantly	
Attitude	Takes a keen interest in the work. Takes initiative to learn.	Shows interest in his work and has a desire to learn	Seems to enjoy his work; but is willing to stand still	Seems to resent his work; has no desire to learn.	
Dependability	Very industrious. Tardiness & absence unusual	Meets obligations with little supervision	Tends to business. Normal dependability. Always Reports.	Chronically tardy, absent or unavailable for work.	
Personal Appearance	Always presents an appropriate well-groomed appearance	Usually is very careful of his appearance.	Has acceptable appearance; could make improvements.	Often neglects to take care of his appearance.	
Personality	Makes a favorable impression on all he or she contacts.	Practices courtesy in dealing with others; friendly	is polite, friendly when approched by others.	Makes a poor impression on others, inconsiderate	
Ability to get along with people	Unusually tactful and understanding in dealing with people.	Usually poised, courteous & tactful with people.	Usually gets along well with people.	Sometimes lacks poise and understanding -seems indifferent.	
Attitude toward appearance of work station	Keeps work station outstandingly neat and organized.	Takes pride in appearance of work station.	Follows good housekeeping rules.	Allows work station to become disorganized.	

Days absent _____ Days Tardy _____

Please circle the grade you believe the student deserves this quarter. A B C D

Training Station _____

Job Classification _____

Cooperative Training Program

PROGRESS REPORT

of

Trainee _____

Supervisor Signature _____

Quarter Begins _____ 19

Ends _____ 19

In your opinion, is this trainee properly placed?	Yes ___	No ___	If not, Is he better suited for other work? Yes ___ No ___ If so, what kind of work?
Is the Trainee making progress in his work?	Yes ___	No ___	If No, please give your reasons.
Has Trainee been informed of his deficiencies?	Yes ___	No ___	If No, is Trainee making any effort to improve? Yes ___ No ___ If not, what is your recommendation?

Other comments pertinent to the ratings of Trainee

Rating Checked by _____

In connection with new graduation requirements, general/competencies levels have been established as follows:

1. The student will be able to:

   a. Add, subtract, multiply and divide on the various business machines and do problems involving invoicing, percentages and payroll with 80% accuracy.

   b. Apply for a job by filling out an application for employment, write a letter of application and data sheet and know the technique of the interview.

   c. Pass a filing test with 80 % accuracy.

   d. Perform various office routines and procedures involving typing letters, using correct spelling, grammar, letter and form construction.

   e. Maintain a typing accuracy and speed level of at least 40 words a minute within 5 errors.

   f. Understand the language of basic data processing and pass a vocabulary test with 67% accuracy.

   g. Pass a spelling and vocabulary test with 85% accuracy.

   h. Demonstrate employable skills in at least 1 other area besides typing in either shorthand, accounting, or clerical procedures (record keeping, filing, operating business machines) by passing a test with 80% accuracy.

   i. Act as a receptionist by demonstrating telephone techniques and greeting callers.

   j. Demonstrate employability by good attendance, attitudes and be able to bridge the gap between school and business world environments by qualifying for work experience and having a rating of at least 86% on an individual rating sheet and an employer rating sheet.

In addition to career preparation Business Education at Pleasant Hill High School may also serve as preparation for advanced study in business as well as helping in the education and preparation of disadvantaged students for work. Since most students select six or seven courses per year, the cooperation of the Business Education Department, reg room teachers, counselors and the Registration Guide is necessary in order to help students plan a sequence of courses which fulfill their own situation. The counseling department can help when students register for the 9th grade in identifying and encouraging enrollment of individual students in an appropriate curriculum pattern. They can also provide the following:

1. Assist students in pursuing a vocational plan.
2. Furnish catalogs and materials pertaining to careers in business.
3. Plan visitations from business college, community college and state college and university personnel.
4. Furnish follow-up studies of graduates.
5. Furnish results of aptitude tests.
6. Assist in evaluating the program.
7. Help in vocational placement.
8. Provide material from local employment offices.
9. Help develop a career day with visitations from personnel managers from various businesses.
10. Refer students to Federal and State assistance programs.

Counselors can assist students who have a business career objective by advising them to start with the basic courses of General Business and Typing and continue with specialized areas of Shorthand and/or Accounting continuing with the Steno Cluster (2-period class) and Cooperative Work Experience as a senior.

Grades 1 through 8 are concerned with Career Awareness and Career Exploration. At this level, students can be made aware of how revelant the sequence of courses is in Business Education to their ultimate goal if the field of business involving stenography, accounting, secretarial, data processing, salesmanship, filing, keeping records, etc. is chosen. It is important in career exploration that students know about:

1. Where the worker is employed and what the conditions are in the place of employment. Hours of work, salary, sick leave, promotions, skills required, training required.
2. The importance of worker attitude, company loyalty, and honesty.
3. How to obtain skills necessary for a job choice.
4. The satisfactions to be gained from finding the right career.
5. The fact that acquiring job skills requires routine practice in order to refine learned skills to specialized skills. This requires following a sequence in the Business Education courses.

In the 9th and 10th grades, Career Exploration can be more effective by developing a scheme for further exploration of careers and helping students to be aware of opportunities and requirements. The United States Office of Education (USOE) 15 Cluster of Occupations can be utilized for developing programs in career orientation and exploration. The Business Education Department can incorporate the following ideas as a means of continuing exploration of careers at the 9th and 10th grades:

I. Continued Exploration through Basic Courses in Subject Areas

A. Typewriting

1. Timed writings about careers
2. Outside Speakers

3. Films and overhead transparencies about business careers.

4. Selling advanced business courses

5. Field Trips

6. Promoting interest in the Future Business Leaders of America, the student business club.

B. General Business

1. Outside speakers and films

2. Thoroughly covering textbook materials on Introduction to Careers and have students report on their career choice. (This would involve all careers not just business)

3. Have students observe workers in various career fields and relate this to living and working in our economy.

4. Have students obtain information from various businesses in the area and write to insurance companies, banks, lumber company officials for facts about the business and employment.

5. Promote interest in Future Business Leaders of America.

C. Recordkeeping

1. Have students investigate wages of employees

2. Films

3. Outside speakers

4. Have students explore businesses in the area to find out how their records are recorded and what training was necessary.

5. Have the students run for club treasurer so they will get experience keeping records.

D. Mini Courses

1. Exploration of Career interests

2. Basics of shorthand, accounting and office procedures

3. Job Techniques

RESOURCE MATERIAL:

Business & Office Occupations Career Information

American Vocational Association
1510 H Street N.W.
Washington, D.C. 20005
Free

File Clerk

Clerk, General Office

Duplicating Machine Operator

Receptionist

Telephone Answering Service Operator

Stock Clerk

Shipping and Receiving Clerks

Electric Accounting Machine Supervisor

Programmer (Electronic Data Processing)

Key Punch Operator " " "

Computor Operator " " "

Tabulating Machine Operator "

Cashier

Certified Public Accountant

All of the above available from:

California Department of Employment
800 Capitol Mall
Sacramento, California 95814

Secretary .35

Stenographer .15

Shorthand Reporters .55 (Science Research Associates)

Medical Secretary .35

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Secretary .15

Medical Secretary .15

Stenographer .15

Guidance Centre
371 Bloor St. West
Toronto 5, Ontario, Canada

You as a Secretary

Royal Typewriter Company, Inc
150 New Park Avenue
Hartford, Conn. 06106 Free

Today's Secretary

McGraw Hill Book Company
1221 Avenue of the Americas
New York, N. Y. 10020 .75 single copy

Encyclopedia of Careers and Vocational Guidance. Two volumes. William E. Hopke. New York; Doubleday & Co., Inc. 1967, 752 pages each. 277 Park Avenue, New York, N.Y. 10017

These two volumes include information about occupations and how to make suitable vocational choices. Volume I can be used for ideas, for guidance, and to get the flavor of a number of particularly important areas of work. Volume II is a reference book which gives specific information about careers you wish to explore.

My Career Guidebook. Counselor's and Teacher's Manual. Harry S. Belman and Bruce Shertzer. The Bruce Publishing Co. 48 pages. Milwaukee, Wisconsin 53200

United States Office of Education, 15 Clusters of Occupations, Department of Health, Education and Welfare, Washington, D.C.

SEC-STENO CLUSTER

Films and Overhead Transparencies

3-M
Care of Equipment
Career Planning
Procedures and Policies in the Office
Oral Communications
Copying and Duplicating
Written Communications
Office Machines - Functions
Typing Fundamentals
Personality and Appearance in the Office
Effective Human Relations
Clerical Occupations and Responsibilities
Office Behavior attitudes and Traits
Accounting - Records and Controls

Films available from the Instructional Materials Center

Accounting Machine: Collator, Calculator
Data Processing: Introductory Principles
The Interpreter and Control Panel Wiring
Printed Card Punch
Programming the Key Punch
The Reproducer
The Sorter
Careers in Business Data Processing
Duplicating by the Spirit Method
Filing Procedures in Business
Learning to Darn in Business
Mimeographing Techniques
Pay to the Order of
Secretary: A Normal Day
Secretary: Taking Dictation
Secretary: Transcribing

Filmstrip

Secretarial Training Kit - 6 Filmstrips

Film List Steno Cluster

FA 003B — Accounting: Basic Procedures — Gd. 10A
11 Min Color Guide Coronet, 1962
Defines terms commonly used in accounting. Illustrates standards methods of keeping ledgers and journals.

FB 625C — Accounting Machine: Collator, Calculator. Gd.9-12
14 min. Sd. Color 16mm Morl-Sterling 1968
Describes the accounting machine in terms of its parallel method of printing showing detail printing, group printing, summary punching and the function of the reproducing punch. Shows the calculator and collator selecting, matching, and sequence checking.

K 502C — Automobile insurance (Filmstrip, sound) Aln,1, 1964 Gd. 7-12
50 fr. Color, 35mm and disc: 2 s 12 in. 33 1/3 rp guide
Discusses the six basic coverages of automobile insurance: explains why they cost what they do and how the coverage applies to persons and property.

No Call No. — Basic Economics — Gd. 7-12
8 Filmstrips 60 fr. ea. Color EBF. 1951
Based on the book "Enterprise Island" by Hans Sonne, published 1949 Tells the story of economic development in an imaginary primitive community. Film Strips circulated separately.
- FS 9235 Living and working without money
- FS 9236 Money
- FS 9237 Money Goes to Work
- FS 9238 New Ways to Use Money
- FS 9239 Money and Panic
- FS 9240 Money and Government
- FS 9241 Too Much Money
- FS 9242 Too Little Spending

FA 3395 — Better Choice of Words — Gd. 7-12
11 Min Color Coronet 1952
An Introduction to principles which lead to a better choice of words.

No Call No. — Bookkeeping Series McGraw 1962 — Gd. 10-12
6 Filmstrips circulate separately.
- FS 3233 L Accounts and Analysis of Transactions
- FS 3232 L Bookkeeping Equations and Balance Sheet
- FS 3237 L Closing Entries
- FS 3235 L Preparation of Trial Balance
- FS 3236 L Worksheet and Financial Statement
- FS 3234 L Journalizing and Posting

No Call No. Business Education Series McGraw 1951 Gd. 10-12
6 Filmstrips 37-45 Fr. Color
Filmstrips circulate separately. Order by call Number and Title from list below.

FS 7761 Effective Business Correspondence
FS 7760 Files and Filing
FS 7759 Getting a Job and Keeping It
FS 7758 Proper Handling of Checks
FS 7757 Secretary as a Receptionist
FS 7756 Trade Acceptance

FB 8991 Careers in Business Data Processing Gd. 7-12
16 Min. B and W. Guide EBE 1962
Presents History of business data processing from 1910 to the 1950s and shows the changes that have resulted in an accountants job. Introduces junior college training programs and modern processing machines. Visits a class studying computers and shows planning of flow charts.

FB 3011 Century 21 Calling Bel Tel. ND Gd 4-A
15 min Color Looking into the next century, this film presents telephone services of the future.

FB 7225 Competition in Business Coronet, 1961 Gd. 7-12
13 Min Color Guide Explains concepts underlying Business competition and its key factor, variety are basic to our free enterprise system, Discusses both direct and indirect competition.

FB 8668 Computer Revolution Motion Picture Gd. 8-12
23 min Sd. Color 16mm. Guide CBS Film Assoc. 1968
General introduction to the computer, emphasizing its present uses and its potential for the future.

T 6644 Computers can Talk Gd. 10-A
5 min. 7.5 IPS Bel Tel 1963 St.
Examples of computers talking singing and playing the piano.

FA 0202 Conversation Gd.10-A
10 min B&W Guide YAF McGraw 1953 The arts of conversation. Examples of good and poor types. The importance of conversation in job applications and personal interviews.

FB 6490 Data Processing. Introductory Principles. Motion Picture
14 min sd Color 16mm. MorL-Ster 1968 Gd. 9-12
Punched card data processing series. Demonstrates the organization of the card and describes how the card is divided into fields. Explains the principle of alphabetic and numeric organization.

FB 071A Digital Computer Techniques Computer Logic Gd. 10-A
13 min Color US Navy-Duart, 1962
Defines several meanings of logic, shows the difference between the decimal and binary number systems, and explains how binary numbers are constructed and how arithmetical operations are performed with them.

FB -72A Digital Computer Techniques Computer Units Gd. 10-A
24 min Color US Navy-Duart 1962
Describes the imput unit and how it reads the problem data, the output unit and how it delivers problems solution, the arithmetic unit and how it works, and the function of the control unit.

FB 9974 Digital Computer Techniques: Introduction Gd. 10-A
16 min Color US Navy-Duart 1962
Explains Historical origins of caluculating devices: Differences between analog and digital computers! Principal steps involved in solution of problems subjected to the computer.

FB 073A Digital Computer Techniques: Programming Gd. 10-A
14 min. Color US Navy-Duart 1962.
Defines Computer Programming, explains how to analyze a problem. Shows how a simple flow chart is prepared and how instructions to the computer are encoded in computer language.

FB 073C Economic and Social Council (Motion Picture) Gd. 5-A
15 min Sd. B and W. 16mm United Nations-McGraw 1961
Explains the work of the economic and social council by showing the technical assistance program at work in the Phillippenes and MeKong River projects in the South East ASIA.

FS 7207 Economics for Our Times Gd. 10-12
6 filmstrips 40 frames Color Guide McGraw 1962
Contents: American Capitalism. A Flexible and dynamic system controlling the business cycle. Gross national product. Inflation and you. Index numbers and economic statistics. Understanding International Trade.

FB 0191 Effective Listening Gd. 7-A
15 min B and W McGraw 1960
The importance of listening in the communication process. The major obstacles to effective listening. The ways in which a good listening habit can be developed.

FB 807B — Everyday Economic Terms — Gd. 9-12
20 min Sd. B and W. 16mm MLA 1963
Basic language of economics describing how economic principals operate. Gives precise meanings to ecomomic terms in a sequence that helps to explain the operation of our economic system.

FB 0592 — Federal Reserve System — Gd. 10-A
23 min B and W. Guide EBF 1950
The purpose and functions of the federal reserve system. How the system was devised to meet certain economic conditions.

FA 9741 — Federal Taxation 2d Ed. — Gd. 7-12
11 min B and W. Guide Coronet 1966
Examines the sources and uses of Federal taxes. The fairness of tax laws, and the relationship between Federal Revenue and National Economic Goals.

FB 657C — First-Step Typing (Motion Picture) MorL-Sterling 1968
12 min Sd. Color 16mm. Elementary Typing Gd. 8-12
Demonstrations that show the purpose and the correct handling of the various manipulative parts of the typewriter.

FB 9464 — Filing procedures in Business 2nd Ed. — Gd. 10-A
14 min Color Guide Coronet 1965
Uses various types of filing equipment in demonstrating correct filing procedures in a business office. Examines different methods of organizing filing-alphabetical, numerical, geographical, and by subject.

K 9598 — Gregg Typing Series Set No. 1 Part 1. — Gd. 7-12
2 Filmstrips 49-56 Frames B and W. Disc Recording McGraw 1957 How typing is learned. Better Posture, Better Typing.

Gregg Secretarial Training (Audio Tapes) Gd. 10-12
Series McGraw, 1964 14 min 7.5 IPS s.t.
Tapes Circulate Separately. Order by Call Number and Title from list below.

- T 7283 Business Attitude
- T 7284 Don't Look Busy - Be Busy
- T 7285 Finding a Job
- T 7286 Finding Needed Information
- T 7287 Getting Ahead
- T 7288 Getting Along With People
- T 7289 Keeping Confidences
- T 7290 Leave your home life at home
- T 7291 Meeting People
- T 7292 Minutes of Meetings

T 7293 Personal Grooming
T 7294 Supervising Work of Other People
T 7295 Techniques and Habits
T 7296 Use Caution in Handling Money

K 9599 Gregg Typing Series Set No. 1 Part 2 Gd. 7-12
2 Filmstrips 36-41 Fr. B and W and Disc Recordings
McGraw 1958 Getting Ready, PartI Getting Ready
Part II.

k 9600 Gregg Typing Series Set No. 1 Part 3 Gd. 7-12
8 Filmstrips 37-75 Fr. Ea: B and W. Disc Recording
McGraw 1958 Fundamental Typing Habits Remedial typing
techniques.

K 3238 Gregg Typing Series Set No. 2 Gd. 10-12
8 Filmstrips 37-75 Fr. ea. Color 4 records 33 RPM McGraw
1960 Records have both low frequency automatic and manual
frame change system. Basic letter typing. Basic forms.
Basic tabulation. Display typing,manuscript typing, typing
methods. Short Cuts.

FB 6505 Improving Study Habits McGraw 1963 Gd. 4-9
14 min Color Guide Junior High Gr. dance Series
Surveys effective study techniques, emphasizing their
importance. Demonstrates how to read, organize ideas,
take notes, prepare assignments, and write reports:
Presents techniques for reviewing a test,for taking a test.

Fa 077A Information Machine Gd.10-A
11 min Color Eames-IBM 1958
Antimated account of the development of the electronic computer
beginning with primitive man and ending with the machine
simulation. Describes mans need to widen and strengthen his
knowledge by collecting, storing and correlating data.

FB 283B Internal Organization Motion Picture Gd. 10-A
13 min. Sd. B and W. 16mm. McGraw 1952 Industrial Management
Series. Illustrates the fundamental purposes of Business organi-
zation and basic organizational purposes, such as delegation of
authority, division of labor, and assignment of responsibility.

FB 6284 Is There Communication When You Speak Gd. 10-A
17 min. B and W. Communication Series. McGraw 1957 Explains
the process of transmitting an idea from speaker to audience,
illustrating how visual aids, pronounciation, articulation,
language and movements aid in advancing his idea.

FA 0910 Know Your Library. 2nd Ed. Gd. 7-12
11 min. B and W Guide Coronet 1962
How to use the card catalog, find books as classified by the dewey decimal system, and use reference materials such as encyclopedia and the readers guide to periodical literature.

FB 9216 Labor Comes of Age. (Special edited version), Gd. 10-A
19 min. B and W Guide (F.D.R. series) ABC-EBEC 1966
Surveys strife between labor and management during the new deal era and recalls president Roosevelts support of workers rights - the first step teward the protective labor legislation that followed.

FS 5143 Library Tools One-Volume Encyclopedias Gd. 4-12
37 Fr. Color YAF-McGraw 1954 Teaches the use of one-volume encyclopedias - principally the Lincoln Library of essential information and the Columbia Encyclopedia.

FS 5142 Library Tools- Readers Guide. Gd. 4-12
52 Fr. Color YAF-McGraw 1954
Demonstrates the general use of the readers guide and ways of locating an article about a particular country, articles by a particular author, a poem by a particular author, and articles about plays and movies.

FA 6939 Listening Skills: An Introduction. Gd. 4-12
11 min. B and W Guide. Coronet 1965
Effective listening skills and how to use them to improve study habits in listening to conversation, discussion or lecture.

FB 0838 Making Yourself Understood. Gd. 4-12
14 min. B and W Guide. EBF 1952 The elements of communication as a process explained through animated diagrams and examples of the process in action.

FB 2084 Mimeographing Techniques. Gd. 7-A
15 min. B and W Guide Bailey, 1958
Demonstrates the complete process of mimeographing and discusses different types of duplication processes - Their purposes and advantages.

No Call No.

Occupational Education Series Gd. 7-A
9 filmstrips 30-36 Fr. Color FYE Gate, 1959
Designed for use with retarded and slow learners to help fit them for unskilled and semi-skilled job areas. Filmstrips circulate separately. See list below for call numbers and titles.

FS 9589 The Job Interview
FS 9590 Stocker in a Super-Market
FS 9591 The Waitress
FS 9592 Fixing a Flat Tire
FS 9593 How to Use Your Checkbook
FS 9594 The Variety Store
FS 9595 School Cafteria Worker
FS 9597 Gas Station Attendent

K 501C

Patterns for Protection - Insurance for the Home Gd. 10-A
64 Frames, Color 35 MM and disc 33rpm 15 min Guide
Discusses home owner insurance and the coverage which it offers. Describes the requirements for insurance of property.

FA 7002

Pay to the Order of Gd. 7-12
11 min B and W American Bankers 1949
Explains how to write and endorse checks and shows the journey of a check in making a payment.

K 977C

Preparing for the World of Work Sound Filmstrips Gd. 7-12
2 filmstrips, Pt. 1 60 fr. Pt. 2 84 fr. Color Guia 1966
18 min ea Guide
Developed in cooperation with the Ohio State Dept. of Education Division of vocational Education
Emphasizes the need for the student to begin planning early for occupational placement. Suggests what kind of information the school counselor can provide and establishes guidelines for judging aptitudes.

FB 655C

Printed Card Punch Motion Picture MorL-Sterling 1968 Gd.9-12
13 min sd. Color 16mm Punched card data Processing
Demonstrates the design, purpose, and function of the keyboard, its keys, switches and other manipulative parts. Describes the hopper, stacker, feeding station and reading station.

FB 655C

Programming the Key Punch Motion Picture Morl-Sterling 1968
13 min sd. Color 16mm. Punched card data processing series
Shows the preparation of several different program cards and the way in which the star sheels of the program unit read the cards. Function and operations of the verifier is also shown.

K 3237 Progressive Filing McGraw 1962 Gd. 10-12
4 filmstrips Color Approx 60 frames ea. 2 records 12 in.
Describes efficient filing procedures, ideas behind modern filing system and gives 20 basic rules. Correlated with the textbook, Progressive Filing - G. Kahn.

FB 5358 Quicker Than You Think -- Digital Computer Gd. 10-A
30 min B and W Guide Association 1958
Adventure in Number and Space Series.
Evolution of Primitive counting systems into the modern digital computer includes an explanation of the binary counting system.

K 3226 Secretarial Training Kit Set 2 Gd 10-A
6 filmstrips approx 50 fr. Color 3 records 10 in 33rpm McGraw 1963 Pratical advice on how to improve secretarial skills and how to get along with others in the office. Initiative vs. aggressiveness. Adjusting to Change. Organization and Planning. Secretarial Shortcuts. Part I, Secretarial Shortcuts, Part 2 Filing, Finding and Follow-up.

FA 9387 Secretary: A Normal Day 2nd Ed. Coronet 1966 Gd. 10-A
11 min Color Guide Follows a secretary through a normal day in a modern office, emphasizing the personal qualities of self-direction, tact, willingness to learn, judgement, and enthusiasm.

FA 8386 Secretary: Taking Dictation 2nd Coronet, 1966 Gd. 10-A
11 min Color Guide
Follows the actions of a good secretary who demonstrates approved techniques of taking dictation and performing other assignments.

Fa 0928 Sentences--Simple, Compound, Complex Gd. 7-12
11 min B and W Guide Coronet 1960
Demonstrates the building of sentences through the use of independent and dependent clauses. Begins with simple sentences and progresses to compound, complex and compound-complex.

FA 9385 Secretary: Transcribing 2nd Ed. Gd. 10-A
11 min Color Guide Coronet, 1966
Follows a secretary through a typical series of transcribing assignments to demonstrate approved techniques. Includes samples of basic letter forms and shows procedures for transcribing from a dictating machine.

FS 1820 So Your Budget Won't Budge FOM 1959 Gd. 7-12
41 Fr. Color No other information.

FB 653C The Sorter Motion Picture Morl-Sterling 1968 Gd. 9-12
13 min Sd. Color 16mm. Punched card data processing
Visual analysis of the parts of a sorter and the ways in which they function. Shows how the machine can "read" a punched card and separate, merge or match data.

FB 6949 Technicians in Our Changing World Gd. 7-12
14 min Color Guide Stanton 1965
Shows how the need for technicians parallels recent scientific advances, defines technicians and their work, explains how technicians are trained and shows the technicians need for a high school education.

FB 7203 Technology and You Neubacher, 1959 Gd. 4-12
13 min Color Guide
Shows recent developments in technology and explains how they effect the life of the individual. Discusses vocations in technology and the importance of preparing for employment in the modern technological world.

FB 5804 Thinking Machines---Horizons of Science Gd. 7-A
19 min Color Guide U.S. Steel 1959
A survey of the capabilities and general characteristics of electronic brains, and describes the work of several scientists in this area. Produced in association with educational testing service and National Science Foundation.

FB 329B Typing Skills: Daily Job Techniques. Motion Picture Gd.10-A
13 min Sd. Color 16mm. Guide Coronet 1966
2nd Ed. of the Motion Picture entitled "Ready to Type", Shows techniques and skills that will enable the student to increase typing Proficiency: Demonstrates useful techniques in the production typing of routine office assignments, using both manual and electric typewriters.

FB 660C Typewriter Techniques (Motion Picture) Morl-Sterling 1968 Gd.8-12
12 min Sd. Color 16mm Elementary Typing
Analyzes the action of electric typing as compared to manual typing. Describes the manipulative parts of the manuel machine,shows hand positioning for numbers and various hand and finger operations.

FA 0231 Using Your Voice YAF-McGraw 1950 Gd. 7-12
11 min B and W. Speech Series
Directed at the problem of common speech or voice faults in both formal and informal speaking. Showing how to make the most of your voice in everyday life.

FA 5106 What is a Contract Gd. 7-A
10 Min B and W. Guide Coronet 1958
Covers the basic elements which identify a contract, the types of contracts, the sections of a written contract and introduces the enforcement of contracts.

FB 282B Who and Why of Reading Motion Picture Gd. 4-9
13 min Sd. Color 16mm Centron-McGraw 1967
Effective Reading Series Reading motivation film. Explains human dependence on printed matter and points out the wide scope of reading material available to children for information as well as for fun.

FS 1852 Who Do I want To Be FOM 1959 Gd. 7-12
42 Fr. Color
Practical advice on selecting a career. Points out the dangers involved in setting goals too high.

FA 0312 Why Budget YAF McGraw 1950 Gd. 7-A
11 min B and W. Guide
Discusses the importance of the budget to individual and families of all income levels. Explains what the budget is, how it is set up in relation to needs and income. What is to be gained in following a well-planned budget.

Additional Films from 1970-71 Guide.

FA 553D Are You Ready for a Job Gd. 7-12
CAHI 1968 AIMS 10 min Sd. Color 16mm Describes the type of jobs available today. Stresses the need for preparation for these jobs and emphasized the importance of staying in school. 1. Occupational 2. Vocational Guidance.

FB 658C Typewriter Techniques Motion Picture Gd. 8-12
12 min Sd. Color 16mm MOLP 1968 Ster.
Demonstrates various typing techniques as correcting errors, handling of carbon copies, typing envelopes, and the realignment of an interrupted letter.

FB 660C Typewriter techniques MOLP 1968 Ster.
12 min sd. Color 16mm. Analyzes the action of electric typing as compared to manual typing. Describes the manipulative parts of the manual machine. Shows hand positioning for numbers and various hand finger operations.

Vocational interviews--live discussions and actual career experience.
T 259D Your future as a bookkeeper
T 273D Your future in data processing

SPEAKERS

Leonard Kunzman, Director
Career Education
State Department of Education
Salem, Oregon

Jesse C. Kauffman
Education Specialist
Business Education
State Department of Education
Salem, Oregon

Ron Munkers
Cooperative Work Experience Specialist in Business Education
Lane County Board of Education I.E.D.
Eugene, Oregon

Reta Lancaster
Public Relations
Merritt Davis Business College
Eugene, Oregon

Oregon State Employment Office will send out speakers

Western Business College and Northwestern Business School
Portland, Oregon will send representatives

Charlotte Lee
Personnel Manager
Tromp and McKinley Insurance Agency
Eugene, Oregon

PLEASANT HILL HIGH SCHOOL

Child Care Services

INTERESTED?

If you are considering, or just thinking you might be interested in Child Care Service, but are not sure, do at least one of the following:

1. Work with a church organization dealing with young children, such as teaching a sunday school class.

2. Work in a day camp such as Camp Fire Girls, Brownies, Girl Scouts, or 4-H.

3. Work as a helper in community center, welfare agencies or extension programs which are dealing with small children.

4. Baby-sit paying special attention to the personalities of the children; notice their skills and try to teach them something like a game or a song.

CHILD CARE SERVICES

Work Opportunities

There is a great demand for people in the area of child services. The more training a person has the greater the opportunity the person has of advancement to a higher supervisory or administrative position with an increase in salary.

The field of child day-care services is wide open and will probably remain open until enough workers are trained to fill the positions available. The Department of Labor estimates 23,000 new preschool teachers and workers will be needed every year until 1980 to meet the demand.

Men in particular are needed in this field.

CHILD SERVICES

Typical Topics

Snacks for Preschoolers

Playground Safety

Playground Equipment

Methods of Observation

The World of a Four Year Old

Communication with a Preschool Child

Clothing for Small Children

Holidays and Children

Child Rearing Practices

Child Guidance

Discipline Techniques

Toy Selection for Preschoolers

How to Read Stories

Children's Books

Art and Nature Activities

Emotions and Fears of Children

CHILD SERVICES

TYPICAL DAY

8:00 -9:00 a.m. Quiet Activities

Play Dough
Large Blocks
Books and Pictures on Topic for the Day

9:00 - 9:15 a.m. Special Time

Discuss and Explain Topic for the Day

9:15 - 9:25 a.m. Snacks

Crackers, Fruit Juice

9:25 - 11:15 a.m. Project Time

Make special project to go with days topic

11:15 - 11:35 a.m. Music

11:35 - 12:00 a.m. Quiet Activities

Flannel Board Stories or Read Stories
Play Dough, Special Learning Time

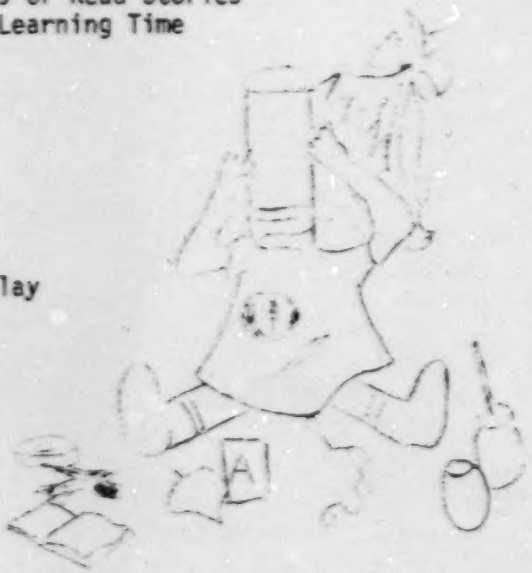
12:00 - 12:30 Lunch

12:30 - 1:00 Rest

Flannel Board
Story Telling

1:00 - 2:00 Large Muscle or Active Play

Gym, tric, etc.



CHILD SERVICES OBJECTIVES

Child Services will help students:

1. Reconize the worth (appreciation) of small children.
2. Express interest in small children.
3. Evaluate the needs of children as they grow and develop.
4. Express an interest in and ability to organize and direct daily preschool activities.
5. Evaluate environmental factors as they affect the child's development.
6. Expand their experiences in observing, working with and guiding preschool children in both a controlled laboratory situation and in centers within the community.
7. Recognize community needs and problems as related to child care.
8. Find occupational information and opportunities as related to Child Care Services.
9. Evaluate, by observing and working in various child care centers, child care services and occupational possibilities in the area.

PREREQUISITES FOR CHILD SERVICES

The Junior and Senior High School courses for a student interested in Child Services should include History, Home Economics, English, Social Studies, Art, Music, Physical Education, and First Aid.

Courses which would be helpful are Family Relations, Art which emphasizes work with clay and paint, and music especially an instrument such as a piano or a guitar.

A student interested in Child Services by his or her junior year in high school should be able to:

In English

1. Utilize or expand upon what is heard by reacting either in writing or speaking.
2. Use modulation and articulation as characteristic of proper speech.
3. Understand material at first hearing - not waiting to have it repeated.
4. Retain what they hear (to see something useful in spoken material, not letting it go in one ear and out the other).
5. Enjoys listening:
   Appreciates literature, respects others point of view;
   artistic use of the language (color, apt figurative speech,etc.)
6. Visualize while listening.
7. Adequate reading skills as a silent and oral reader.

In Mathematics

1. Find mathematical solutions to problems that may arise from reading or hearing directions.
2. Correctly use measurements.
3. Recall basic knowledge of fractions and practical application of their use.

In Social Studies

1. Recall and apply basic knowledge of current events.
2. Recall and explain the holidays.
3. Demonstrate a general knowledge of geography and customs of ethmic groups.
4. Demonstrate general knowledge of occupations and professions.

In Science

1. Recall basic knowledge of requirements of or for life.
2. Identify common plants and animals.
3. Apply fundamental knowledge of body functions.

In Physical Education

1. Demonstrate ability to participate as a member of a team.
2. Apply and demonstrate personal hygiene.
3. Demonstrate large and small muscle coordination.
4. Apply knowledge of common athletic games.

In First Aid and Health

1. Possess a Red Cross First Aid Certificate showing that they, the student, may if an emergency arises, apply first aid until medical help arrives.

2. Have a T.B. Test and an O.K. from the school nurse saying you have had the other shots etc. necessary.

Elementary School

Students need a good general background in all the basic subject matter areas, especially science. This is when the trainee will acquire most of this knowledge of science which will be needed and used with preschoolers.

Junior High Level

The required courses of Language Arts, Social Studies, Physical Education and Mathematics are essential to be able to teach, start to answer, and communicate with children. SUTOE should be taken in the eighth grade to help determine if child services would be an area of special interest to the prospective trainee. Elective classes which are strongly recommended for child service program are Home Economics, Art and Music.

High School Level

The required courses are essential for working in Child Services. A recommended course of studies is:

*English - 2 yrs. including composition and speech
*Mathematics - 1 yr. preferably 2
*Physical Education - 2 yrs.
*First Aid - obtain Red Cross Card
*Social Studies - World Geography and World History
Art - 1 yr of either Art I or Crafts
General Home Economics - 1 yr
Vocational Chemistry
Music (quitar)

depending on the students interests; should have 1 or more of these courses.

COMPETENCY EVALUATION

Students shall be evaluated on class projects, tests, class participation, attitude, originality, and attendance. Attendance in child care training is extremely important since children learn through activities and so do adults, thus attendance is an important aspect in evaluation. Students will work at their own ability level, and each shall be encouraged to do his or her best.

One of the primary objectives of the Child Service Program is to place the student-trainee in child care centers to provide a more realistic job situation, to develop a sense of responsibility toward future employment, to improve their production capacity and speed of work, and to develop and improve skills which a day care aide must possess.

For this reason the final competency evaluation will be on the practical application of material and instructions given in the program. The final competency evaluation, which follows will be completed by the student, the day care teacher and/or employer, and the instructor of the Child Services Program.

COMPETENCY EVALUATION

Students Name _____ Date of Evaluation _____

Evaluator's Name _____ Position of Evaluator _____

Please rate the trainee in the following areas. Use an (X). Write comments on the bottom or on the back of the paper.

	Excellent	Above Average	Average	Below Average
A. Practical Skills				
1. Large Motor Skills				
2. Small Motor Skills				
3. Selection of Supplies for Creative Experiences				
4. Directing Story-Telling				
5. Selection of Music				
6. Directing Creative Art				
7. Relating Science to Daily Living				
8. Serving Food				
9. Time Management				
10. Communication Skills				
11. Human Relation Skills				
12. Use of First Aid and Medical Supplies				
13. Assisting with Basic Routines				
14. Others: Please list				
_____				
B. Work Habits				
1. Organization and Accuracy of work				
2. Keeping work area(s) clean				

	Excellent	Above Average	Average	Below Average
B. Work Habits (cont.)				
3. Ability to follow directions				
4. Ability to make decisions				
5. Ability to use good judgement				
6. Quantity of Work				
7. Safety Habits				
8. Quality of Work				
9. Others: Please List _____				
_____				
C. Personal Characteristics				
1. Attendance (tardiness and absences)				
2. Personal Appearance				
3. Honesty				
4. Cooperation and Courtesy				
5. Attitude Toward Job				
6. Friendliness				
7. Dependability				
8. Others: Please list _____				
_____				
D. Overal Evaluation				

E. Comments: Please comment on the trainees excellent and below average ratings. Include anything which you would like to add.

HEALTH OCCUPATION CLUSTER

A health occupation cluster should incompass occupational exploratory experiences in grades seven through ten. Preparation of the student should begin in grades seven and eight with SUTOE, for exploratory purposes so that the student can become familiar with the many occupations available to him/her in the health field. Grade nine should be time spent with counselors and reg-room advisors for occupational guidance, helping students learn more about themselves and to choose an occupational field. Grade ten should be the first formal encounter for the student in Occupational exploration through a health occupation's overview. Grades eleven and twelve should encompass the health occupations specialty courses. Exploritory work experience should be provided as a block of time during the senior year.

Student enrollment should be limited to interested students with a commitment to health occupations. Students should not be discouraged from enrolling but because a large number of health occupations require post-secondary preparation, it is important that educators are aware of the decreasing number of entry level jobs upon graduation from high school. There are, however, a large number of new and emerging occupations in the health field.

Provisions should be made for students to explore several health occupations related to their occupational objective to become well oriented to the broad scope of career opportunities in the health field.

The secondary health occupations cluster should be designed to provide experiences needed to enable the student to:

1. Develop basic concepts in health-related subjects such as science, mathmatics and communications.

2. Function effectively as a person and as a member of a health team.

3. Communicate with patients, health team members, health facilities, administrators, and persons in the community, using appropriate methods and terminology.

4. Perform personal and supportive health care tasks for patients of all ages, applying principals of prevention, therapy, and rehabilitation.

5. Perform selected tasks supportive of other health team members.

To meet the objectives stated above the student should follow the curriculum pattern outlined on the next page. It is intended to provide students opportunity to meet entry level employment requirements in a number of health occupations.

	Units	First Semester	Second Semester
Grade 1-6 State Requirements		Career Awareness	Continuation of same
Electives			
Grade 7-8 State Requirements			
Electives		SUTOE	Continuation of same
Grade 9 State and Local Requirements	4	English, Mathmatics, Health and Physical Educ., Science (IPS)	Continuation of same
Electives	2	General Education	Continuation of same
Grade 10 State and Local Requirements	3	Health & Physical Ed., English, Social Studies	Continuation of same
Electives	2	General Education, Industrial Arts, Home-making, Biology, Typing	Continuation of same
	1	Exploritory Health occupations course	Related courses of study contributing to occupational goal.
Grade 11 State and Local Requirements	2	English, Social Studies	Continuation of same
Electives	1	General Education,	Continuation of same
	1	Vocational or General Ed. course contributing to occupational goal	Continuation of same
	2	Health cluster - body structure & function	Health Cluster- (Microbes & disease)

	Units	First Semester	Second Semester
Grade 12			
State and Local Requirements	2	English, Social Studies	Continuation of same
Electives	1	Health Cluster - Health team relations	Health Cluster Patient Relations
	3	Work Experience	Continuation of same

Books and Magazines

American Hospital Association Council on Professional Practice, Handbook for Nursing Aides in Hospital.

Caldwell and Hegner, Health Assistant.

Ensor and Means, Instruction Resource and Methods Handbook for Health Education.

Malcolm and Knowles, Introduction to Group Dynamics.

Kohn, Berry, Introduction to Operating Room Technique.

McCullock, Gordon, Man and His Body.

Kuoedler, Evelyn L., Manual for the Nurses Aide.

Miller, Rosenburg, and Stackowaski, Masculinity and Feminity.

H.E.W., Medical Laboratory Assistant.

Skelley, Esther, Medications for the Nurse.

Thompson, LaVern, Microbiology for the Nurse.

Ferris, Elvira, Microbiology and Epidemiology.

Musser and Bird, Modern Pharmacology and Therapeutics.

Abdolloh, Mary, Nurse's Aids Study Manual.

Zabrisbie and Eastman, Nurse's Handbook of Obstetrics.

Trade and Industrial Education, Nursing Procedure for the Practical Nurse.

Burton, Genevieve, Personal, Impersonal and Interpersonal Relations.

Ruch, Floyd L., Physiology and Life.

Taylor, Putman Medical Dictionary.

National League of Nursing, Rehabilitative Aspects of Nursing.

McClain and Gragg, Scientific Principals of Nursing.

Hoffman, Lipkin and Thompson, Simplified Nursing.

Anthony, Catherine, Structure and Function of the Body.

Gardner and Osburn, Structure of the Human Body.

Books and Magazines

Roth Clair Jarrett, Walck, H.Z., Hospital Health Services.

Bredow, Miriam, The Medical Assistant.

Ducas, Dorothy, Walck, H.Z., Modern Nursing.

Walker, Nona, Medicine Makers.

Brauer, John D., The Dental Assistant.

A Cancer Source Book for Nurses, American Cancer Society.

Leake, Mary J., A Manual of Simple Nursing Procedures.

Duncan, Garfield G., A Modern Pilgrims Progress for Diabetics.

Foy, Donald, Lawton, M., A Textbook for Medical Assistants.

Kimber, Gray, Stackpole, Leavell & Miller, Anatomy and Physiology.

Anthony, Catherine Parker, Anatomy and Physiology Labratory Manual.

Massler, Maury, Atlas of the Month.

Spock, B., Baby and Child Care.

Wheeler, and Wolk, Basic Microbiology.

Dena, Farrar and Valdois, Basic Concepts of Anatomy and Physiology.

Horniman, Grace, Basic Nursing Procedures.

Hospital Research and Educational Trust, Being a Ward Clerk.

Ferris, Elrira and Skelley, Ester, Body Structure and Function.

Taylor, Duane, Dental Assistant.

Schwarzrock and Schwarzrock, Effective Dental Assisting.

Berger, Andrew, Elementary Human Anatomy.

Johnston, Dorothy, Essentials of Communicable Disease.

American National Red Cross, First Aid.

O'Conner, Patricia, and Mercer, Leanne S., Fundamental Skills in the Nurse-Patient Relationship.

Turner, Donnell, General Endocrinology.

Thompson, Murphy, Textbooks of Basic Nursing.

Harmer, Henderson, Textbook of the Principles and Practice of Nursing.

Anderson, Pauline, The Dental Assistant.

Orlando, The Dynamic Nurse-Patient Relationship.

Fishbeen, Morris, The Popular Medical Encyclopedia.

Millikin, Mary, Understanding Human Behavior.

Magazines

Current Medical Dialog - Williams and Wilkins Publication
428 E. Preston Street
Baltimore, Md. 21202

Eye, Ears, Nose and Throat Monthly - Professional Press Inc., Publishers
5 N. Wabash Ave.
Chicago, Ill. 60602

Patient Care - Miller and Fink Publishing Corp.
165 W. Putman Ave.
Greenwich, Conn. 06830

Jornal AMA - Published by AMA
535 N. Deerborn St.
Chicago, Ill. 60610

Transparencies

Source	
J.B. Lippencott Co. E. Washington Square Philadelphia, Penn. 19105	Dental Hygiene (33) Mouth-to-mouth Resuscitation (10)
3M Co. Visual Prod. Div. Box 3100 St. Paul, Minn. 55701	Basic Nursing Skills I, II, III

Filmstrips

Lawren Prod. Inc.
P.O. Box 1542
Burlingame, Calif. 95010

Health Career Series
- I. Overview of 23 Paramedical Occupations.
- II. Occupations requiring one year training.
- III. Six occupations requiring 2 to 3 years training.
- IV. Five Careers in Therapy

Trainex Corp.
P.O. Box 116
Garden Grove, Calif. 92642

Basic Needs Set BNI, BNII, BNIII, BNIV.
Hospital Housekeeping HKI, HK2.
Hospital Food Services - FSI, FS2
Hospital Fire Safety - FRI

Vocational Films
111 Euclid Ave.
Parkridge, Ill. 60068

"So you want to be a Nurse"

Film Assoc.
111559 Santa Monica Blvd.
Los Angeles, Calif.

Nursing as a Career Series

Tapes

Imperial Productions Inc.
247 W. Court St.
Kankakee, Ill. 60901

Dental Hygenist
Social Worker
Nurse LPN & RN
Medical X-Ray Technician
Medical Technician
Dental Technician
Physician

Films

AMA
535 N. Dearborn St.
Chicago, Ill

Horizons Unlimited
You can be safe from X-rays
Someone is watching
The patient is a person

ANA-NLN Film Library
267 West 25th St.
New York, N.Y. 10001

More than Words
No Margin for Error
Nurse Please
Your Career in Nursing

Films

American Hospital Assoc.
Film Library
840 N. Lake Shore
Chicago, Ill. 60611

- For Love of Life
- Hospital Five Safety
- Hospital Housekeeping Safety
- Hospital Sepsis
- Disease
- Hospitals are People

Wyeth Film Library
P.O. Box 8299
Philadelphia, Pa. 19101

- Sterilization Procedures for The Medical Office

Health Education Section
Oregon Board of Health
1400 S.W. 5th Ave
Portland, Oregon 97310

- Aides in Daily Living
- Bacteria: Laboratory Study
- Children in the Hospital
- Dental Assistants
- Diet In Pregnancy
- Emergency Removal of Patients
- Helping Hands of Julie
- Home Health Aide
- Join the Health Team
- Journey in Health
- Journey into Medicine
- Medicine Man
- Mental Health Careers
- More than Skin Deep
- Mr. Finleys Feelings
- Mrs. Reynolds Needs a Nurse
- Not by Bread Alone
- Nutrition Sense and Nonsense
- Patients are People Series
- A Place to go
- A Place to Work
- Safe Handling of Food in Quantity
- So Much for So Little
- Student Nurse
- Take Time for Your Teeth
- Task we Face
- View from the Mountain
- Medical Self Help Training Films

Pamphlets

Oregon State Board of Health

- Health Careers:
- Horizons Unlimited
- New Demensions in Dentistry
- Public Health Sanitation
- So You're going to College
- Veterinarian and the FDA
- Where the Action Is
- Your Career in Medicine

Pamphlets

Jobs in Psychology, Science Research Associates, 15.00 set of 17

Medical Record Technology (with answer key), University of Missouri, 1.50
Answer Key, .25

Professional Nursing as a Career, Cecilia L. Schulz, Belmman Publishing Company, 1.00

Jobs in Health, Science Research Associates, 15.00 set of 17

Medical Assistant (with answer key), University of Missouri, 1.50
Answer Key, .25

Continuing Education Course in Community Water Fluoridation, (with review tests), American Dental Assistants Association, 1.00

Continuing Education Course in Community Water Fluoridation, (with teacher's manual and review tests), American Dental Assistants Association, .75
Teacher's manual, 1.00

Continuing Education Course in How to Increase Your Dental Terminology (with review tests), American Dental Assistants Association, .75

Introduction to Dental Assisting (with review tests), American Dental Assistants Association, 2.00

Post Certification Course in Oral Histology (with review tests), American Dental Assistants Association, .50

The Role of the Dental Assistant in Increasing Practice Growth and Stability (with review tests), American Dental Assistants Association, .50

The Role of the Dental Assistant in Office Management (with review tests) American Dental Assistants Association

Dentistry as a Career, by Wilfred E. Belleau, Park Publishing House, 1.00

X-Ray in Dentistry, Eastman Kodak Company, free

Job Fact Sheet from Glamour: Dental Assistant-Dental Hygienist, Glamour, .10

Supervised Study Guide : Dental Assistant (with tests and answer books), University of Texas, 3.75 Answer Book, .95

HEALTH OCCUPATION CLUSTER

Student Evaluation

Student _____ Date _____

The student will be evaluated in the following areas:

SKILLS	Speed & Accuracy Quality & Neatness Follow Instructions Organization & Clean-up
HABITS	Attendance Punctuality Responsible Initiative
ATTITUDES	Respect Relations with others Acceptance of Criticism Tact and Poise
PERSONAL CHARACTERISTICS	Grooming & Cleanliness Appropriate Clothing Appropriate Language Integrity

Favorable Comments: _____

Areas Suggested for Improvements: _____

Training Stations for Work Experience

Students could be placed in hospitals such as McKenzie-Willamette in Springfield, doctors's offices, dentist's offices, or county health office. All of these would be ideal, but the problem is first of all acceptance of your students, and secondly the proper supervision by clinical supervisors.

The Cluster Instructor should have clinical experience stations lined up as far in advance as possible to assure placement of students and have a working agreement with the students immediate supervisor.

PLEASANT HILL HIGH SCHOOL

Construction Technology Cluster

The Construction Technology Cluster at Pleasant Hill Senior High is designed for Junior and Senior students who wish to further acquaint themselves with the building trades. Generally, the student involved is one who has previously demonstrated a positive attitude in basic Industrial Arts courses. Under its present structure the cluster has attracted students of all abilities and it is hoped that this trend will continue. It is felt by this author that the program must strive to maintain rigidity so as to preserve structure yet continue to be flexible enough to meet the individual needs of all incoming students.

The main difference from a student's point of view between participating in a regular woodworking class as compared to working in the cluster is that in woodworking the project is individual oriented whereas in the construction cluster projects are group oriented. Most generally the group proceeds as follows on a job. First there is some exchange between the instructor, students and party who wishes to have a building built. The class draws up specifications, drawings and plans. Next, possible types of materials to be used and cost estimates are arrived at. When the students have studied and analyzed the best route to go, a contract is drawn up between the client and the group. The client deposits the money for the job in an account with the school and things are ready to get under way. At this point the materials are secured, the building site is laid out, and the group builds the building.

There are some observations which could be made concerning the structure of the program.

1. The Construction Technology Cluster meets daily for two periods each day.

2. Thus far one instructor is responsible for the entire group at all times so activities are planned to include the entire group each day.

3. All students are in the cluster by mutual agreement between the instructor and the student. Each student approached the instructor and interviewed to be in the cluster previous to enrolling.

4. Class size is held to 8-10 students for transportation reasons as well as the fact that each student must feel that he is an important contributing factor to every job that the group undertakes. (Each student should help in each operation of the job.)

5. Activities are selected according to interest and abilities of the group.

6. Repetitious operations are held to a minimum and a similar job is never repeated with the same group.

7. There is a continuous classroom phase of instruction along with the group activities.

8. Building activities are as close to experiences of the real work-a-day world as possible.

9. Students are rated regularly by the instructor as well as by each other.

There are some minimum classroom activities which are included in the program annually. The following list is often added to and emphasis may vary from one group of students as compared to another but always incorporated where it best compliments the total program.

1. A wood frame building construction is standard.
2. A unit on blue print work as related to the building trades is included.
3. Each student plans and organizes at least one field trip or presentation to the group.
4. Consultants and/or resource people are brought in or visited whenever worthwhile.
5. Sound safety practices and modern building practices are constantly observed.

The broad objective of the Construction Technology Cluster at Pleasant Hill is to provide students with realistic exposure to the real world of the building trades. Upon completion of the course a student should be in a better position to decide if he wishes to use his newly acquired entry-level skills and knowledge common to a variety of occupations, to become productively employed in the construction

industry, or continue with more advanced training. Students who complete the Construction Technology course should have:

1. Knowledge of construction materials, their sources, production, development, characteristics and uses.
2. An understanding of the principles of planning, methods of plan interpretation, estimating and procedures.
3. Skill in the use, care, and maintenance of tools, machines and equipment used in building construction.
4. Ability to understand and apply city, county, and state laws and regulations affecting the building construction industry.
5. An understanding of building functions, location, and design as they apply to industry, business, and residential activities.
6. Knowledge of the manufacturing and distribution processes related to the products and prefabricated units utilized in the construction industry.
7. An understanding of the work flow and responsibilities of the various skilled trades and crafts which execute the plans and specifications provided by the professional designer.
8. Knowledge of safety practices and how they relate to the construction industry.
9. Knowledge of supportive general and scientific disciplines common to the construction industry.
10. An understanding of the skills and uses of leadership.

The Oregon Board of Education has published a Curriculum Guide for Building Construction which anyone wishing to develop curriculum and/or plan a course or even units within a course will find most helpful. The guide includes the following seven major areas of the building trades:

1. Communications
2. Lay out
3. Construction materials
4. Cutting and Fitting
5. Fastening and assembling
6. Finishing
7. Safety

Then the areas are subdivided into separate operations or specific elements and then further divided into three criteria:

1. Required knowledge
2. Expected Behaviors (skills) the student will be able to do
3. Suggested learning activities

Also included in the guide is a unit entitles An Accident Prevention Program for School Shop and Laboratories, a major tools and equipment list, resource list and instructional materials list.

The present trend in education is for school officials to become more accountable with regard to programs and course offerings. However, in order to be accountable there has to be some sort of evaluative process which will compare results against objectives. The nature of the Construction Technology Program determines that the major ongoing evaluative process will have to remain subjective. Therefore competencies are thought of in terms of the student rather than oriented to the subject matter. The ten major competencies to be evaluated are:

1. Quantity of work
2. Quality of work
3. Initiative and follow through
4. Cooperation
5. Attitude
6. Dependability
7. Work habits
8. Personality
9. Ability to get along with people
10. Attitude toward appearance of work

The author has included a sample copy of the Personnel Rating Sheet used to measure individual periodic change of each student. This is regularly done both on an instructor-student basis as well as on a student-student basis.

In conclusion it should be observed that a program of this nature functions for the sole purpose of working with today's youth who will be our future adults. Therefore, the experiences of the student within the program should be as realistic as possible yet pleasant and meaningful. Providing a means to stimulate growth in citizenshop, a better understanding of our world, and seeking out an approach to become a contributing factor in this world are key goals for the over-all program. The acquisition of basic skills and knowledge is important but so is understanding ones self, getting along with our fellow men and getting the job done.

PERSONNEL RATING SHEET

Indicate degree whereby individual meets factors by making X in space provided.

Factors	Very Good	Good	Average	Poor	Pts.
Quanity of Work	Usually high output	Produces above standard output	Produces standard quantity	Below Standard Output	
Quality of Work	Thorough and exact in all respects	Errors negligable, neat orderly, accurate,	Produces standard quality	Performs only limited portion satisfactorily	
Initiative and follow-through	Consistantly analyzes what needs to be done and does it	Often shows initiative in planning & completing work	Seldom needs help or follow-up to complete routine work	Needs constant follow-up	
Cooperation	Continually promotes good will. Cooperates fully.	Cooperated effectively, definitely pleasant to deal with	Cooperates willingly when asked	Cooperates reluctantly	
Attitude	Takes keen interest in work. Takes initiative to learn	Shows interest in work & has desire to learn	Seems to enjoy work but is willing to "stand still"	Seems to resent his work, has no desire to learn	
Dependability	Very industrious. Tardiness & absence unusal	Meets obligations with very little super-vision	Tends to business Normal dependability always reports	Chronically tardy absent or unavailable for work	
Work Habits	Well organized, little wasted effort, right the first time	Demonstrates realistic approach to tasks of varying difficulty	Improves efficiency upon repetition	Constantly looses sight of part-whole relationships	
Personality	Makes favorable impression on all he contacts	Practices courtesy in dealing with others, always cheerful	Is polite & friendly when approached by others	Makes a poor impression on others, is inconsiderate	
Ability to get along with others	Unusually tactful and understanding in deal-with people	Usually poised, court-eous & tactful with people	Usually gets along well with people	Sometimes lacks poise & understanding - seems indifferent	
Attitude toward appearance of work	Keeps work station outstandingly neat and organized	Takes pride in appear-ance & arrangement of work station	Follows good house-keeping rules	Allows work station to become disorganized	

Days Absent _____ Days Tardy _____

Grade to date: (Circle one) A B C C F Comments:

Following is a list of the texts and references used in the Construction Technology Cluster at Pleasant Hill Senior High School:

Dalzell, J. Ralph, Simplified Masonry Planning and Building, McGraw-Hill, 1955

Feirer, John L., Cabinet Making, Chas. A. Bennett Co., 1970

Groneman, Chris H., General Woodworking, McGraw-Hill, 1959

Hammond, Donnelly, Harrod, Rayner, Woodworking Technology, McKnight & McKnight Co., 1961

Lair, E.A., Carpentry, McGraw-Hill Co., 1953

Olson, Delmar W., Woods and Woodworking, Prentice-Hall, Inc., 1965

Schmidt, Lewis, Olin, Construction - Principles, Materials & Methods, Interstate Printers and Publishers, Inc., 1970

Soderberg, George A., Finishing Technology, McKnight & McKnight Co., 1969

Spence, William P., Architecture, McKnight & McKnight Co., 1967

Steele, Gerald L., Fiber Glass, McKnight & McKnight Co., 1962

Swanson, Robert S., Plastics Technology, McKnight & McKnight Co., 1965

Wagner, Willis, H., Modern Woodworking, Goodheart-Wilcox Co., 1967

Publications

Building Construction, Oregon Board of Education, Salem, Oregon, 1972

Building Trades - Blueprint Reading and Sketching, Delmar Publishers, Albany, New York, 1952

1967 Lane County Labor Skill Survey, State of Oregon - Department of Employment, Eugene, Oregon 1969